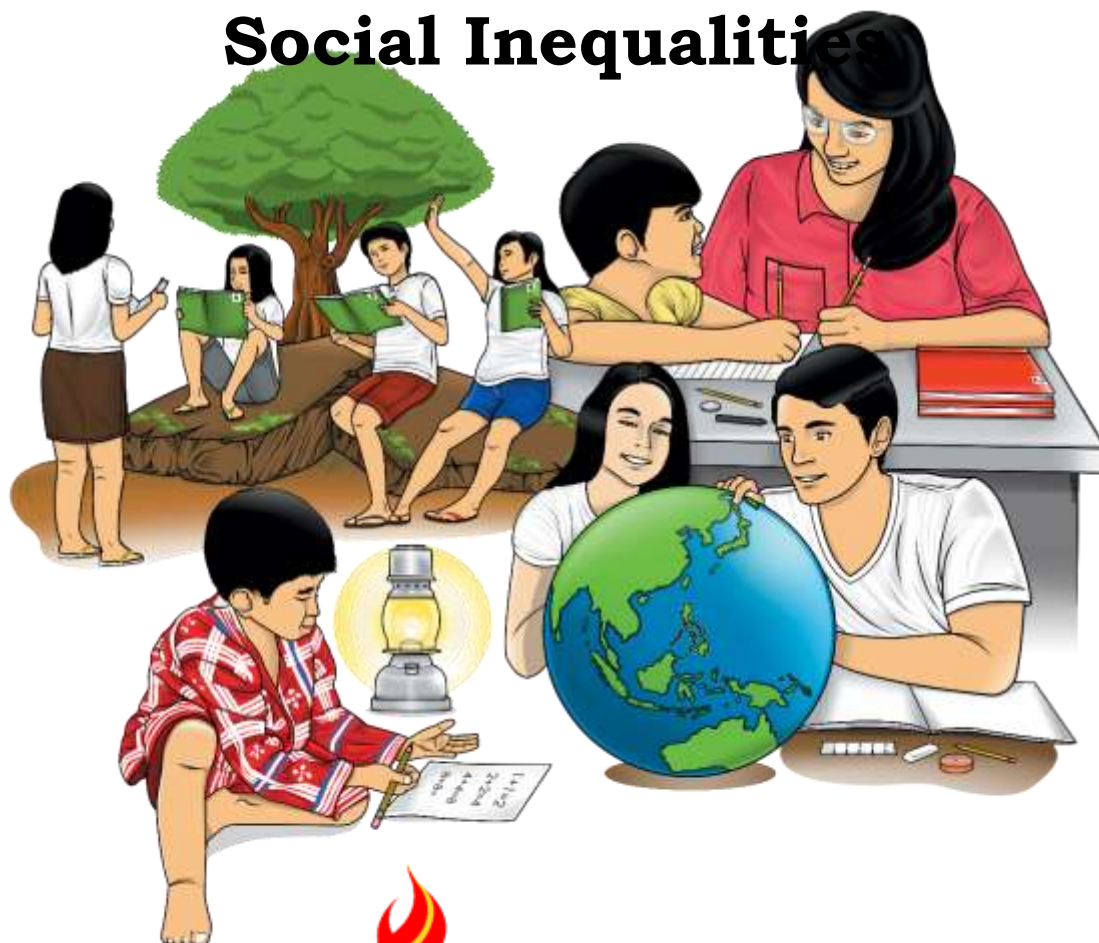


Understanding Culture Society and Politics

Quarter 2 – Module 4: Government Programs and Suggestions in Addressing Social Inequalities



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Lesson

4

Government Programs and Suggestions in Addressing Social Inequalities



What's In

In the previous lessons, we have learned that **inequality**, in the context of social sciences, is the apparent disparity of the distribution of wealth and an uneven dissemination of opportunity in the realm of politics, job opportunities, and in other areas of life. This division among resources bring about issues among the classes which may lead to bigger problems. Some groups in our society enjoy greater status, power, and wealth than other group which resulted from social stratification

This module is designed to facilitate learners' insights into one's journey throughout the course of understanding culture, society, and politics. At the end of the module, learners will be able to identify and explain government's efforts to addressing pressing social inequality issues.



Notes to the Teacher

Since inequalities in the society are critical and sensitive topics, make sure that you guide the learners in understanding the general accounts that would be presented in this module.

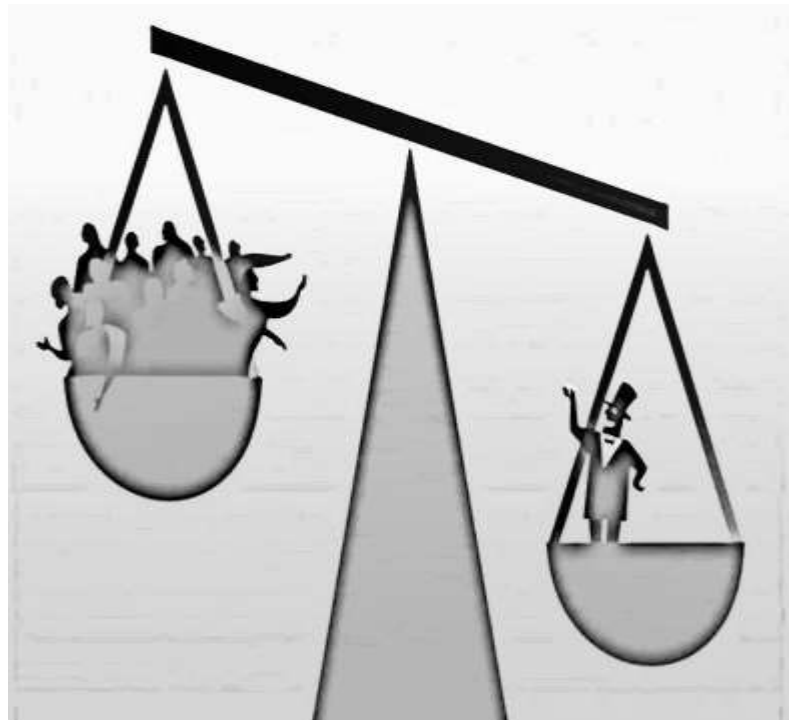


What is It

The Government and Social Inequalities

The prevalence of social inequality in any society cannot be dismissed. In fact, President Obama (2013) said inequality is “the defining challenge of our time.” It has been part of us and is ever growing and expanding as time goes by.

Social inequality can be describe as a state of social affairs in which there is difference in opportunity, status and treatment among the member of a given society.



As Lee and Rawls (2010) assert it, it is more than just a case of geographic difference. While persons from economically advantaged backgrounds have always gone to college at higher rates than their less-privileged peers, these gaps have expanded since the 1980s.

However pervasive these inequalities might be, though, it could still be addressed. The government, having identified these inequalities, tries to formulate viable projects and initiatives to support research on programs, policies, and practices that reduce inequality in different sectors of the society. It extends to many areas like youth development, reflecting disparities in arenas beyond education such as mental health, criminal justice, and workforce development (Alegria, Vallas, and Pumariega 2010; Fader, Kurlychek, and Morgan 2014; Schwartz, Ferguson, and Symonds 2010).

The cry of the *minority* (any small group in society that is different from the rest because of their race, religion, or political beliefs, or a person who belongs to such a group) roots from the desire to achieve *social inclusion*. Social inclusion is a fundamental principle of social justice. It is the process of improving the terms for

individuals and groups to take part in society” and “the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society” (World Bank, 2013, pp. 3-4).

In the Philippines, for instance, the gap between rich and poor regions widens even more. To address this, the National Economic and Development Authority calls for higher spending on infrastructure and social services.

In 2019, Socioeconomic Planning Undersecretary Adoracion Navarro said the inequality in gross regional domestic product (GRDP) per capita, or the average income of people in a region, has widened from 2009 to 2018, according to data from the Philippine Statistics Authority.

The richest among all regions is the National Capital Region (NCR), where the GRDP per capita as of 2018 stood at P253,893, a 40% jump from the P181,748 in 2009.

The poorest is the Autonomous Region in Muslim Mindanao (ARMM), with its GRDP per capita barely improving from P14,052 in 2009 to P14,657 in 2018.

This is just one of the many social inequalities identified by the government which are either already addressed with existing programs or are still being studied for possible formulation of viable projects.

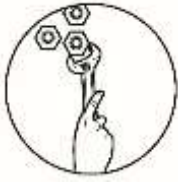
Government Initiated Programs

The following table shows some of the programs the government has developed to help alleviate social inequalities in the country.

Institutional Project/Initiative	Program Description	Agency
<i>The Philippines' Conditional Cash Transfer Program: Pantawid Pamilyang Pilipino Program (4Ps)</i>	It is a human development measure of the national government that provides conditional cash grants to the poorest of the poor, to improve the health, nutrition, and the education of children aged 0-18. It is patterned after the conditional cash transfer (CCT) schemes in Latin American and African countries, which have lifted millions of people around the world from poverty.	Department of Social Welfare and Development (DSWD)

<i>Education For All (EFA)</i>	It articulated the country's national goals, objectives, policies and strategies, as well as the regional programs for implementation for the first decade of the EFA movement. Its thrusts included Early Childhood Development, Universalization of Quality Primary Education, and Alternative Learning Systems.	Department of Education
<i>Service Delivery Network (SDN)</i>	Under this set-up, every family in a local health system is designated to a health service provider or health facility within the network to ensure sustained access to quality healthcare across political, geographical, and administrative boundaries.	Department of Health
<i>Comprehensive Agrarian Reform Program (CARP)</i>	The developmental program provides for the disposal of public alienable and disposable (A&D) lands with the intent to open up frontier lands while the redistributive program involves the redistribution of property or rights on private agricultural lands and the abolition of agricultural (or share) tenancy.	Department of Agrarian Reform

Despite these, although people recognize that no single program or project could actually lead to major changes, the government should still assure that the measures it is taking are toward approaches, programs, policies, and practices that work to reduce prevailing inequality in the country.



What I Can Do

Read the additional notes from the teacher and do the activity.

#my_socio_class-autobiography at the end of the lecture notes.

TEACHER'S NOTE

What is Social Inequality?

- The best description of what social inequality is the uneven distribution of wealth in our country, where few rich people had more, and the less fortunate people have less in life.
- We often structure society by the way we divide people through different social classes. Labeling the society as the upper class, middle class and the lower or working class. These classes were often made on the basis of their jobs and income. One thing that we know is that as they go up in a social ladder, they often have better access to education, healthcare, and other services such as housing, electricity, technology, clean water, and good nutrition.
- One of the best examples of social inequality brought about by this structured are felt by our minority group of people. They tend to have greater degree of inequality experienced as manifested by their lower income, lower education opportunities, reduce access to healthcare.
- Aside from our minorities, very poor people also experience greater social disadvantages.
- Social inequality was also very evident in gender to, we know that being female carries with them certain disadvantages to social equality and that female always experience differences in terms of pay from their work, and were not given equal opportunities to be promoted to higher positions in a private company or public institutions

What will happen when we have high rates of social inequality?

People might feel that they are socially excluded and politically disempowered. This feeling may potentially create a combination of things which can lead to civil unrest and may tempt people to do criminal activities.

What can we do about social inequality?

The government has the main duty to wind down if they cannot make it even all these forms of social inequalities. It is one of the most important functions they carried out. Their scope of power involves the exercise of authority in the production, distribution, and use of resources. This describes who gets what and under what circumstances.

Variety of government schemes to allow financial support or social support like such as food stamps for individuals facing considerable hardships. They can try and identify and remove barriers to healthcare and education for people facing hardships. They can carry out further research into these vulnerable populations to help understand their needs and try to figure out suitable interventions where they can make a difference into lives of these people and allow them to integrate better to our and become productive members of society.

Addressing social inequality was not the role of the government at all. Other people and organizations may take initiative to come together to push for the advancement of their common interests by means of collective actions. These organizations known as the civil society organizations and non-governmental organizations are consider as non-state, nonprofit, and voluntary organizations play an important role in addressing problems of inequality. They were considered as the third sector of the society who work side by side with government and business sectors. One example are the private and business foundations and independent NGO's of Bill and Melinda Gates Foundation helping the poor in the 3rd world and undeveloped countries. Red Cross Philippines provides emergency relief, health needs and basic needs assistance of those who are in need. Trade Union of the Philippines which provides help and legal assistance to our working class who experiences injustices and maltreatment in the workplace.

Social inequality remains a problem and should be an everybody's concern. Global peace will not be possible for as long as problems arising from this inequality persisted. As what Nelson Mandela of South Africa said and I quoted; "As long as poverty, injustice and gross inequality persist in our world none of us can truly rest."

So make your move and do you share.

Activity #my_socio_class-autobiography

After reading the additional teacher notes, you are tasked to make your own Social Class Autobiography. In this activity you are given a chance to tell described the social class where you currently belong to (upper, middle, lower). What made you think that it is where that you belong to? In your own social class autobiography, make sure to link your experiences to different class privileges or social inequality that you might think you had encountered. Connect it to ideas that we have discussed in this module like issues on poverty, education, healthcare, food, water, etc. You might also include your dreams and aspirations in life and things that you want to be and how you can reach that goals and objectives.

Your autobiography should contain an introduction and a conclusion, and it should address the following questions:

1. Cite at least two events from your life that you experienced social inequality. Describe how these occurred.
2. From these experienced, take time to analyze these experiences and how does each event tell in relation to poverty, wealth, inequality, or privilege.
3. Reflect on what you have learned from examining your social class in your life.
4. Suggest solutions to the experience you shared and how it can be avoided.
5. Is there something that the government can do to help you with the problems you and your social class are now facing especially during this time of pandemic?